KENTUCKY
Adult Education
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List of Choices: Descriptions

Mathematics Choices

1. Developing Mathematical Reasoning - Part A

Part A is a prerequisite for Part B

Purpose: To enhance instructors' abilities to help adult learners develop the mathematical reasoning skills needed for a high school equivalency credential.

Learning Goals:

- Learn how to promote the development of mathematical reasoning skills in their students.
- Develop curriculum that focuses on the three key shifts and eight mathematical standards for practice outline in the College and Career Readiness Standards for Adult Education.
- Develop an approach that focuses on teaching in a more conceptual way rather than the more traditional focus of primarily teaching procedures or discrete academic skills.

Description: Developing Mathematical Reasoning Skills Part A is an introductory course that presents instructors with strategies for developing the mathematical reasoning skills their students need to attain a high school equivalency credential. This introductory course explores the five components of numeracy and connects the eight Standards for Mathematical Practice to the development of learners' mathematical reasoning and practices. Whereas teaching students how to think mathematically is critical to the achievement of their future goals, this course emphasizes teaching for meaningful understanding of math concepts as well as developing procedural fluency.

Format: 4 online sessions, facilitated

Total Hours: 12 hours (up to 1.5 hrs. per week for 8 weeks)

2. Developing Mathematical Reasoning - Part B

Part A is a prerequisite for Part B

Purpose: To enhance instructors' abilities to help adult learners develop the mathematical reasoning skills needed for a high school equivalency credential.

Learning Goals:

- Learn how to promote the development of mathematical reasoning skills in their students.
- Develop curriculum that focuses on the three key shifts and eight mathematical standards for practice outline in the College and Career Readiness Standards for Adult Education.
- Develop an approach that focuses on teaching in a more conceptual way rather than the more traditional focus of primarily teaching procedures or discrete academic skills.

Description: Developing Mathematical Reasoning Skills Part B builds on the content of Developing Mathematical Reasoning Skills Part A. Part B explains how the CCRS key shifts align with the components of numeracy and incorporates the four strands of mathematics at all levels of learning. The use of math journals, graphic organizers and effective questioning to develop mathematical reasoning skill with learners is emphasized. Participants will also learn to assess their own math instruction as they examine math lessons.

Format: 4 online sessions, facilitated; **Part A is a prerequisite for Part B**

Total Hours: 12 hours (up to 1.5 hrs. per week for 8 weeks)

3. Algebraic Thinking - Part A

Part A is a prerequisite for Part B or Part C. Part B and C may be taken in any order after completion or testing out of Algebraic Thinking, Part A.

Purpose: To equip instructors with the strategies and tools to foster algebraic reasoning skills in their students

Learning Goals:

- Instructors will reflect on their current teaching practice.
- Instructors will know how to probe student thinking and build upon it.
- Instructors will:
    - Apply algebraic concepts to real life and be able to teach learners to do so.
    - Demonstrate an understanding of the relationship between arithmetic and algebra.
    - Learn how to teach multiple representations of algebraic patterns and relationships.
    - Learn how to teach the language of functions.

Description: Part A of the Algebraic Thinking course asks instructors to identify his/her personal perspectives on algebra instruction and algebraic problem solving skills. They will learn what is meant by "algebraic thinking" and build a foundation for explicitly teaching algebraic thinking and habits of mind that strengthens an adult learner's ability to connect algebraic thinking with broader mathematical reasoning. The course covers patterns and algebra in everyday life situations, as well as expressions and equations.

Format: 4 online sessions, facilitated
Part A (Part A is a prerequisite for Part B or Part C). In lieu of taking Part A, participants take the pre-course module and corresponding assessments that will indicate whether or not they may 'test out' of Part A and select Algebraic Thinking, Part B or Part C.

Total Hours: 12 hours (up to 1.5 hrs. per week for 8 weeks)

4. Algebraic Thinking - Part B

Part A is a prerequisite for Part B or Part C. Part B and C may be taken in any order after completion or testing out of Algebraic Thinking, Part A.

Purpose: To equip instructors with the strategies and tools to foster algebraic reasoning skills in their students

Learning Goals:

- Instructors will reflect on their current teaching practice.
- Instructors will know how to probe student thinking and build upon it.
- Instructors will:
    - Apply algebraic concepts to real life and be able to teach learners to do so.
    - Demonstrate an understanding of the relationship between arithmetic and algebra.
    - Learn how to teach multiple representations of algebraic patterns and relationships.
    - Learn how to teach the language of functions.

Description: Part B of Algebraic Thinking will help instructors understand the connections between equations and graphs and use them to investigate relationships. Participants will explore multiple representations of equations and various methods for solving systems of equations.

Format: 4 online sessions, facilitated
Part A is a prerequisite for Part B or Part C. Part B and C may be taken in any order after completion or testing out of Algebraic Thinking, Part A.

Total Hours: 12 hours (up to 1.5 hrs. per week for 8 weeks)

5. Algebraic Thinking - Part C

Part A is a prerequisite for Part B or Part C. Part B and C may be taken in any order after completion or testing out of Algebraic Thinking, Part A.

Purpose: To equip instructors with the strategies and tools to foster algebraic reasoning skills in their students

Learning Goals:

- Instructors will reflect on their current teaching practice.
- Instructors will know how to probe student thinking and build upon it.
- Instructors will:
    - Apply algebraic concepts to real life and be able to teach learners to do so.
    - Demonstrate an understanding of the relationship between arithmetic and algebra.
    - Learn how to teach multiple representations of algebraic patterns and relationships.
    - Learn how to teach the language of functions.

Description: Part C of Algebraic Thinking delves into the language of functions in terms of relationships, representations, equations, graphs and applications. Participants will identify real-life examples of functions and use different classroom activities to teach students how to use functions. They will also apply information learned to analyze videos of algebra lessons being taught and explore the algebraic problem-solving GED® Assessment Targets.

Format: 4 online sessions, facilitated
Part A is a prerequisite for Part B or Part C. Part B and C may be taken in any order after completion or testing out of Algebraic Thinking, Part A.

Total Hours: 12 hours (up to 1.5 hrs. per week for 8 weeks)

6. Data: Helping Students Interpret Numeric Information (World Education)

Description: Data, or numerical information, can be described, represented, analyzed, and interpreted in various ways for various purposes. This course looks at some common uses (and misuses) of data. Learn about the measures of central tendency, graphs, and probability. Through the course readings, activities, and discussions, participants will review basic concepts and explore strategies for introducing and teaching these concepts to adult students.

Objectives: By the end of the course, participants will be able to recall knowledge of measures of central tendency, graphs, probability, and bias factors in data representation; determine the math skills necessary for adult students to describe, analyze, and represent data in various formats; adapt sample activities for use with adult students; and evaluate results and plan for improvements.

Format: Online, facilitated

Total Hours: 12 hours (2-3 hrs/week)

Completion Requirements: Successful completion requires participants to complete required assignments, participate in asynchronous discussion, and score at least 80% on the course exam. Participants may download a Certificate of Completion upon successful completion of course requirements.

7. Geometry: Teaching About Shapes and Their Measures (World Education)

Description: Adult basic education students need foundational geometry and measurement skills not only to pass high school equivalency tests, but also to succeed in the workplace. In this course, participants will explore key topics in geometry, such as area, perimeter, and volume, and their importance in everyday life. Participants will look at numerous instructional activities for teaching about angles, spatial relationships, similarity, and figure transformations on a coordinate graph system.

Objectives: By the end of course, participants will be able to: recognize how geometry is used in everyday lives; understand the levels of geometric reasoning in the van Hiele theory; understand and facilitate hands-on activities for teaching about the characteristics of geometric shapes and various geometry concepts; and demonstrate spatial relationships by using the elements of coordinate grids.

Format: Online, facilitated

Total Hours: 12 hours (2-3 hrs/week)

Completion Requirements: Successful completion requires participants to complete required assignments, participate in asynchronous discussion, and score at least 80% on the course exam. Participants may download a Certificate of Completion upon successful completion of course requirements.

8. Foundations of Teaching Adult Numeracy (World Education)

Description: In this foundational course participants will learn how to keep students at the center of numeracy instruction. Participants will explore the context, content, and cognitive and affective components of numeracy; how to address the needs of students with learning gaps, how students' styles of learning math and levels of math knowledge affect their math skills; and ways to build student's success in learning math. Participants will plan classroom activities, test them with students, and share experiences with fellow instructors.

Objectives: By the end of the course, participants will be able to: describe the three components of numeracy—context, content, and cognitive and affective—and why it is important to address each component; understand and address the needs of students with learning gaps in math; recognize how different styles of learning math and different levels of math knowledge affect students' math skills; and explain ways to build students' skills in the components of numeracy for success in learning math.

Format: Online, facilitated

Total Hours: 12 hours (2-3 hrs/week)

Completion Requirements: Successful completion requires participants to complete required assignments, participate in asynchronous discussion, and score at least 80% on the course exam. Participants may download a Certificate of Completion upon successful completion of course requirements.

9. Number Sense: Teaching about Parts and Wholes (World Education)

Description: Teaching students how to estimate, do mental math, and use calculators will help them to better understand how to use numbers. This course focuses on how to help adult students answer key questions: When is it necessary to have an exact answer, and when is an estimate sufficient? When is calculation necessary, which tool is appropriate to use? This course examines how students develop and apply number sense and provides lots of teaching strategies and activities that you can use right away.

Objectives: By the end of the course, participants will be able to help students choose the right computation tool (estimation, mental math, calculator, paper and pencil for a problem); compare and contrast two ways to help students understand fractions and their equivalents; and design activities that use estimation, mental math, and reasonableness strategies.

Format: Online, facilitated

Total Hours: 12 hours (2-3 hrs/week)

Completion Requirements: Successful completion requires participants to complete required assignments, participate in asynchronous discussion, and score at least 80% on the course exam. Participants may download a Certificate of Completion upon successful completion of course requirements.

Instructional Technology Choices

1. Interactive Whiteboards

Purpose: To provide instructors with the skills necessary to increase student engagement through the use of interactive activities and technologies that support standards-based content.

Learning Goal: Instructors will be able to develop and implement lesson activities that involve students working with standards-based content on an interactive display.

Description: This course is designed for participants with an interactive whiteboard in their classroom. Educators will learn core skills and apply them to their current classes by designing lesson activities that use an interactive whiteboard, cordless keyboard and mouse to better facilitate technology-enhanced instruction in the classroom. Participants will network and showcase their work through an online community supported by Edmodo.

Format: Blended (3 hours pre-work online, 7 hours face-to-face, 2 hours follow-up online)

Total Hours: 12 Hours

2. The BYOD (Bring Your Own Device) Classroom

Purpose: To provide instructors with the classroom management and instructional design skills necessary to implement a classroom model in which students are engaged using their own electronic devices.

Learning Goal: Instructors will be able to implement a BYOD classroom model and design activities that work across various mobile platforms (laptops, tablets, iOS and Android phones).

Description: Educators will learn management techniques for a Bring Your Own Device (BYOD) classroom, with a focus on developing lesson activities and content that are accessible on all student mobile devices, regardless of brand or operating system. Participants will network and showcase their work through an online community supported by Edmodo.

Format: Blended (3 hours pre-work online, 7 hours face-to-face, 2 hours follow-up online)

Total Hours: 12 Hours

3. iPad and Android Tablets

Purpose: To provide instructors with basic functions and management techniques of modern tablets, with a focus on high-level cognitive activities.

Learning Goal: Instructors will be able to manage and operate iPad and Android tablets in a classroom setting, as well as design tablet-enabled, standards-based lesson content for their students.

Description: Educators will learn the basic functions of both iPad and Android devices in the classroom, with a focus on developing tablet-enabled lesson content that challenges students at a high cognitive level. Participants will network and showcase their work through an online community supported by Edmodo.

Format: Blended (3 hours pre-work online, 7 hours face-to-face, 2 hours follow-up online)

Total Hours: 12 Hours

4. What to Do When It Doesn't Work

Purpose: To provide instructors with training on computer usage, management, and troubleshooting techniques in regards to classroom implementation.

Learning Goal: Instructors will be able to effectively navigate web browsers and online discussion platforms to integrate their use in lessons, with a focus on how to correct common errors and malfunctions.

Description: Educators will learn techniques for using web browsers, online discussion tools, and common office programs. Hands-on training will be given to demonstrate how to repair or manage common technical malfunctions that will occur in the classroom. Participants will network and showcase their work through an online community supported by Edmodo.

Format: Blended (3 hours pre-work online, 7 hours face-to-face, 2 hours follow-up online)

Total Hours: 12 Hours

RLA/Science/Social Studies Choices

1. Engaging Students in Close Reading and Evidence-Based Writing for RLA

Purpose: The purpose of this course will be to provide adult education instructors with the strategies, tools, and resources necessary to equip students with close reading and evidence-based writing skills.

Description: Instructors will participate in online modules where they will examine and apply a variety of evidence-based instructional strategies that will assist students in analyzing informational texts in order to respond to extended response prompts. Close reading strategies will assist students in determining what a text says explicitly and make logical inferences citing specific textual evidence when writing or speaking to support conclusions drawn from the text. Participants will also learn strategies to teach academic vocabulary to students. They will complete activities and engage in discussions with peers on best practices in implementing these strategies with their specific adult education students.

Learning Goals:

- Identify instructional strategies to assist students in developing close reading and evidence-based writing skills.
- Discuss and reflect on learning with peers.
- Develop a plan on implementing strategies with specific adult education population.

Format:

- Online Assessment of Prior Knowledge
- 5 weekly modules
- Online Assessment of Knowledge Gained

Total Hours: 12 hours over a period of 5 weeks

2. Engaging Students in Close Reading and Evidence-Based Writing for Social Studies

Purpose: The purpose of this course will be to provide adult education instructors with strategies, tools, and resources to equip students with knowledge and skills to analyze and interpret social studies texts.

Description: Instructors will participate in online modules where they will examine and apply a variety of evidence-based instructional strategies that will assist students in analyzing and interpreting history, geography, economics, and civics passages, and respond to an extended response prompt. They will learn close reading strategies will assist students in determining what a text says explicitly and make logical inferences citing specific textual evidence when writing or speaking to support conclusions drawn from the text. Participants will also learn strategies to teach academic vocabulary to students. They will complete activities and engage in discussions with peers on best practices in implementing these strategies with their specific adult education students.

Learning Goals

- Identify evidence-based instructional strategies to assist students in reading and responding to constructed and extended responses in the content area of social studies.
- Identify strategies for teaching academic vocabulary.
- Discuss and reflect on learning with peers.
- Develop a plan on implementing strategies with specific adult education classrooms.

Format:

- Online Assessment of Prior Knowledge
- 5 weekly modules
- Online Assessment of Knowledge Gained

Total Hours: 12 hours over a period of 5 weeks

3. Engaging Students in Close Reading and Evidence-Based Writing for Science

Purpose: The purpose of this course will be to provide adult education instructors with strategies, tools, and resources to equip students with knowledge and skills to analyze and interpret science texts.

Description: Instructors will participate in online modules, where they will examine and apply a variety of evidence-based instructional strategies that will assist students in analyzing and interpreting life, physical, earth and space science writings and respond to an extended response prompt. They will learn close reading strategies that will assist students in determining what a text says explicitly and make logical inferences citing specific textual evidence when writing or speaking to support conclusions drawn from the text. Participants will also learn strategies to teach academic vocabulary to students. They will complete activities and engage in discussions with peers on best practices in implementing these strategies with their specific adult education students.

Learning Goals

- Identify evidence-based instructional strategies to assist students in reading and responding to constructed and extended responses in the content area of science.
- Identify strategies for teaching academic vocabulary.
- Discuss and reflect on learning with peers.
- Develop a plan on implementing strategies with specific adult education classrooms.

Format:

- Online Assessment of Prior Knowledge
- 5 weekly modules
- Online Assessment of Knowledge Gained

Total Hours: 12 hours over a period of 5 weeks

ESL Choices

1. ESL Transitions

Purpose: To guide ESL students as they transition across levels and on to GED® test preparatory curriculum

Learning Goals:

- Describe factors influencing motivation in ESL students.
- Explain the progression of skills described in the NRS Educational Functioning Levels.
- Create a strategy for working with students as they transition through their education.

Description: As students begin their educational experience, it is not always clear exactly what their complete path will look like. This 6-week, facilitated online course provides instructors with a research base about motivational factors in the ESL student population. Instructors consider effective strategies for conferencing with students about their educational goals as well as encouraging them to transition to ever-higher levels. Introductory information about the 2014 GED® Test is presented to instructors, with an opportunity to connect ESL instruction to high school credentialing. Based on the interaction and instruction in the course, instructors design a classroom strategy to use with their students as they transition through education.

Format: 6-week, facilitated

Total hours: 12 hours

2. Prepare Students for Citizenship and Beyond

Purpose: To prepare ESL students for the citizenship interview while developing skills necessary for continued academic and career success

Learning Goals:

- Explain the components of the citizenship interview.
- Correlate the Adult Citizenship Education Content Standards and Foundation Skills with College and Career Readiness Standards.
- Create a lesson that develops student readiness for the citizenship interview while incorporating CCR standards.

Description: In this online facilitated course, instructors will examine the citizenship interview process as well as the Adult Citizenship Education Content Standards and Foundation Skills. Participants will interact with each other and the facilitator through a discussion forum and work to correlate these standards with the College and Career Readiness Standards. The course work culminates in each instructor's creation of a lesson plan aligned with both sets of standards that could be utilized in a citizenship interview preparatory class.

Format: 6-week, facilitated

Total hours: 12 hours

General Choices

1. Classroom Strategies and Practices

Purpose: To develop classroom strategies and practices that will increase student learning and engagement.

Learning Goals:

- Describe a variety of instructional strategies used in the adult education classroom.
- Incorporate strategies and practices into instruction that enhances students' critical thinking skills.
- Explain several means of conducting formative assessment.

Description: This online facilitated course provides instructors with an understanding of how to integrate research and best practices into effective classroom instruction. Participants will learn how to respond to students' individual and group needs, interests, and goals when developing instructional plans. A variety of instructional strategies and tools appropriate to the needs of learners are presented and participants will learn how to engage students in activities that require them to use critical thinking skills. Formative assessment is interwoven through the course. Participants will engage in interactive learning with their peers through the use of a discussion board. The online course consists of interactive learning activities and assigned reading. All participants will complete a pre- and post-assessment.

Format: 6-week, facilitated

Total hours: 12 hours

2. Classroom Strategies and Practices—Part 2

Purpose: To provide effective instruction in the adult education classroom.

Learning Goals:

- Incorporate a variety of instructional strategies and practices into the adult education classroom.
- Evaluate the relationship of a specific instructional strategy to effectively teach a cognitive skill.
- Describe a means of differentiating instruction.

Description: This online facilitated course provides instructors with an understanding of how to analyze lesson plans to ensure their strength and effectiveness. This course builds upon the content of Classroom Strategies and Practices—Part 1. Participants will learn additional instructional strategies, such as finding the main idea, summarizing reading material, and creating metaphors and analogies. Participants will engage in interactive learning with peers through the use of a discussion board. The online course consists of interactive learning activities and assigned reading. All participants will complete a pre- and post-assessment.

Format: 6-week, facilitated

Total hours: 12 hours

3. Strategies for Student Engagement

Purpose: To understand and incorporate strategies for student engagement.

Learning Goals:

- To explain the importance of and need for effective classroom management.

- To identify effective strategies for student engagement.
- To describe how an effective strategy for student engagement has been used in the classroom.

Description: This course is designed to provide adult education instructors with strategies to ensure that classroom lessons run smoothly. It introduces and reinforces strategies for student engagement in the adult education classroom. Strategies include checking for understanding, creating a safe environment, being aware of students' goals, academically challenging all students, incorporating differentiated instruction and motivating students. It is a 12-hour, 6-week facilitated course that encourages interaction through a discussion forum. Participants will take both a pre- and post-assessment.

Format: 6-week, facilitated

Total hours: 12 hours

4. Employability Skills in the Contextualized Classroom

Purpose: To increase adult education instructors' awareness of the importance of incorporating employability skills development in lessons.

Learning Goals:

- Understand the importance of employability standards.
- Describe what a contextualized classroom looks like.
- Incorporate employability skills in daily lessons.

Description: This is a facilitated course. It is interactive within the discussion forum. The course is designed to provide adult education instructors with awareness of incorporating employability skills in the classroom. The Workforce Innovation and Opportunity Act (WIOA) recognizes that the core purpose of adult education is to prepare individuals—"particularly those hardest hit by the twists and turns of global competition, technological changes, economic isolation, or inadequate education opportunities"—with the skills and knowledge needed to succeed in postsecondary education and the workforce. Participants in the course will define how employability skills can be incorporated into English language arts, mathematics, social studies and science classes. The course culminates with each participant creating a lesson plan that is representative of a topic they plan to teach and incorporating employability standards in their planning. All participants will complete a pre- and post-assessment.

Format: 6-week, facilitated

Total hours: 12 hours

5. Employability Skills in the Contextualized Classroom—Part 2

Purpose: To ensure the inclusion of employability standards and a work-ready focus in lesson planning.

Learning Goals:

- Review need for and use of employability standards in a lesson plan.
- Evaluate parts of a completed lesson plan to ensure strength of lesson and classroom effectiveness.
- Incorporate applicable assessment of employability skills.
- Prepare a lesson that is targeted to Focus Career.

Description: This is a facilitated course. It is interactive within the discussion forum. The course is designed for those adult education instructors and program managers who previously have participated in the Employability Skills Pilot Program or taken the online course *Employability Skills in the*

Contextualized Classroom. This course provides participants with an opportunity to analyze parts of a completed lesson plan and revising it as necessary to reflect inclusion of employability skills. Participants will be exposed to applicable assessments of employability skills. They will review Kentucky's Career Center's Focus Career and will be asked to create their own Focus Career lesson.

Format: 6-week, facilitated

Total hours: 12 hours

6. Engaging Students in Effective Learning Practices

Purpose: The purpose of this course will be to provide adult education instructors with strategies, tools, and resources to equip students with knowledge and skills to take ownership of the learning process.

Description: Instructors will participate in online modules, where they will examine a variety of evidence-based instructional strategies that will assist students in taking ownership of the learning target, formatively assessing progress, and self-regulating learning to reach the learning target.

Learning Goals:

- Identify strategies to engage students in identifying and reaching the learning target.
- Analyze evidence-based practices in assisting students with developing higher-order, critical thinking skills that will result in self-regulation and achievement of learning goals.
- Discuss and reflect on learning with peers.
- Develop a plan on implementing strategies with specific adult education classrooms.

Format: 12 hours over a period of 5 weeks

- Online Assessment of Prior Knowledge
- 5 weekly modules
- Online Assessment of Knowledge Gained

Total Hours: 12 hours over a period of 5 weeks